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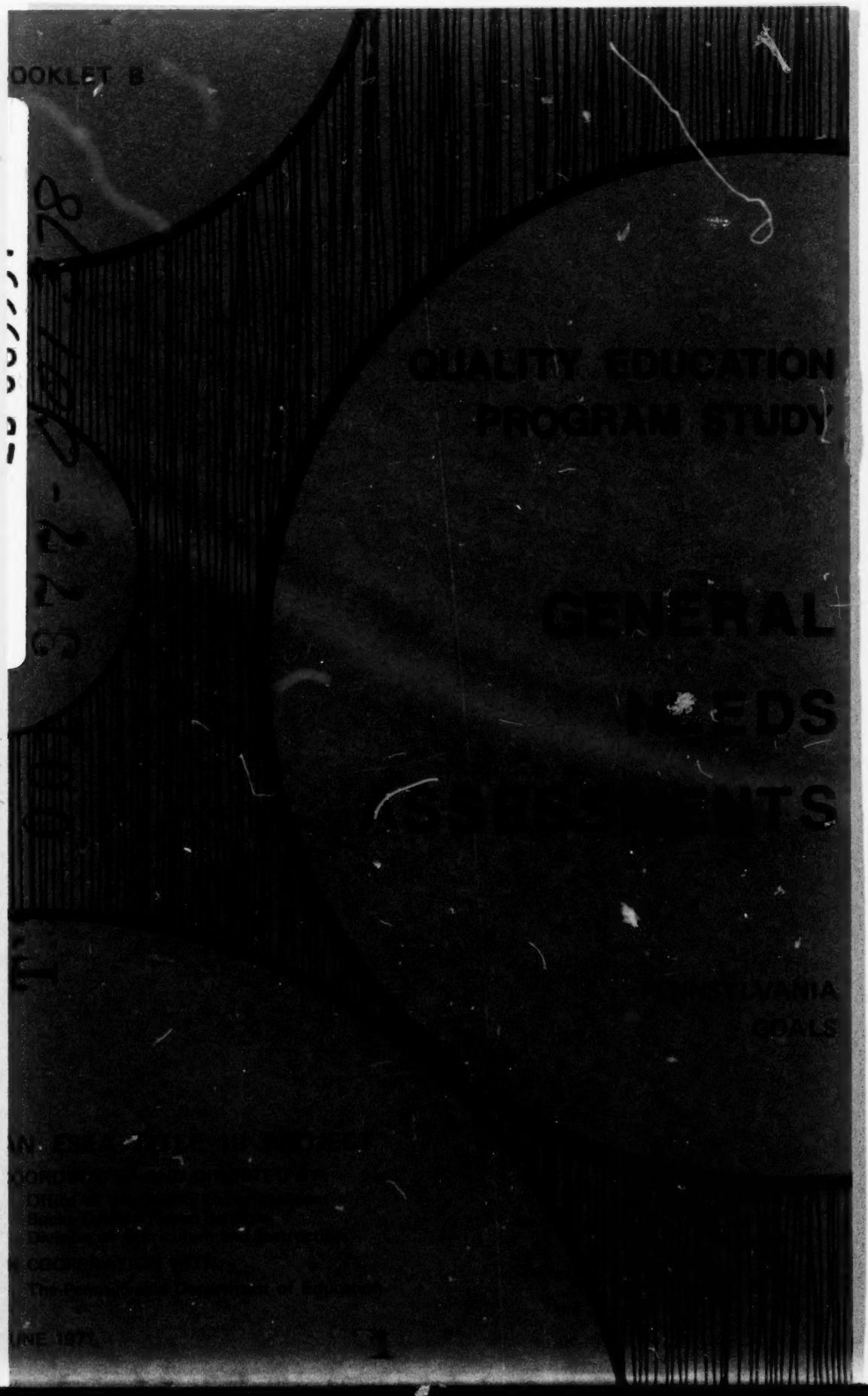
ABSTRACT

This booklet, which is part of the Quality Education Program Study, describes the purpose and use of needs assessment instruments. (See TM 001 375 for project description; see TM 001 378 for copy of assessment instruments.) (MS)


OOKLET B
QUALITY EDUCATION
PROGRAM STUDY
GENERAL
EDS
NTS
VANIA
GOALS

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BOOKLET B

QUALITY EDUCATION PROGRAM STUDY

GENERAL NEEDS ASSESSMENTS

PENNSYLVANIA GOALS

AN ESEA TITLE III PROJECT
COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction
IN COOPERATION WITH:
The Pennsylvania Department of Education

JUNE 1971

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

Teachers, administrators, students, and parents in public, private, and parochial schools in the Commonwealth generally, and specifically the pilot areas of Allegheny, Beaver, Bucks, Erie, Luzerne and Westmoreland Counties and the Cities of Erie and Pittsburgh.

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
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Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Education

Individual — The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL ONE - SELF-UNDERSTANDING

Quality Education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - DEMONSTRATES COMPETENCY ON A TASK; WILLING TO TEST COMPETENCY ON A TASK.	1	2	3	4	5
Does well in academic subjects; plays musical instruments; plays on athletic teams; builds or repairs an object; prepares food, serves something; helps another learn in academic or nonacademic areas. Volunteers to take part in performances, to make a painting; applies for a job; enters a contest; tries to do well in academic subjects, nonacademic skills or athletics.					
Area 2 - IMPROVES CAPABILITIES OR ACADEMIC STANDING.	1	2	3	4	5
Works to overcome physical handicaps; asks help in learning; does extra work to improve.					
Area 3 - DEMONSTRATES ACCURATE SELF-APPRAISAL.	1	2	3	4	5
Admits weaknesses and strengths in certain subjects or athletics; chooses schooling, reports, and activities in line with his strengths and abilities.					

GOAL ONE - SELF-UNDERSTANDING

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 4 - SHOWS ACCEPTABLE PERSONAL VALUES. Refuses to fight or admits it wrong to fight; refuses to cheat or help another cheat; helps someone in need of help; appreciates friends; is kind to animals.	1	2	3	4	5
Area 5 - SHOWS FAVORABLE SELF-IMAGE. Shows pride in work or accomplishments; does not brag; improves his behavior; is able to lose and congratulate winner; accepts and is proud of family background.	1	2	3	4	5

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL TWO - UNDERSTANDING OTHERS

Quality Education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - WORKS WITH OR HELPS PEOPLE DIFFERENT FROM SELF. Makes friends with students of other races or backgrounds; enjoys food of another's country; tutors or helps in school work; shares or loans personal things, etc.	1	2	3	4	5
Area 2 - SHOWS APPRECIATION AND UNDERSTANDING OF DIFFERENT PEOPLE. Respects another's religion or beliefs; defends someone different; is aware of unjust treatment to some groups; prevents or tries to prevent unkind treatment to groups or individuals.	1	2	3	4	5
Area 3 - SHOWS INTEREST IN LEARNING ABOUT DIFFERENT PEOPLE. Shows interest in learning about a foreign country, language, religion and people of another race.	1	2	3	4	5
Area 4 - WORKS FOR A CAUSE OF DIFFERENT PEOPLE. Shows interest in helping others or does something that would help people of a different group, race or religion.	1	2	3	4	5

GOAL TWO - UNDERSTANDING OTHERS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - SHOWS POSITIVE ATTITUDE TO OWN CULTURAL GROUP.	1	2	3	4	5

Shows by an action or report pride of his background, race, religion, etc. or defends his belonging to a particular group.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL THREE - BASIC SKILLS

Quality Education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - HAS READING COMPREHENSION SKILL; DEVELOPS SKILL IN READING COMPREHENSION. Shows understanding of reading material by answering questions correctly, giving an oral or written report on reading assignment. Shows interest in improving by asking for extra help, reading more on his own, or showing a desire to improve.	___	___	___	___	___
Area 2 - SHOWS COMPREHENSION OF ORAL AND VISUAL MATERIALS. Can follow directions; shows ability to understand lectures, oral reports, films, tapes and records.	___	___	___	___	___
Area 3 - HAS ABILITY TO COMMUNICATE ORALLY; DEVELOPS OR IMPROVES ABILITY TO COMMUNICATE ORALLY. Can speak or read aloud well, get point across; can explain to others and is able to answer questions in complete and correct way. Practices or asks help in improving oral skills; tries to overcome a speech problem; is willing to try oral expression.	___	___	___	___	___

GOAL THREE - BASIC SKILLS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 4 - HAS ABILITY TO COMMUNICATE IN WRITING.	1	2	3	4	5
Can write well, get point across; is able to put ideas into writing; can write poems, etc.					
Area 5 - HAS SKILL IN GRAMMAR, INCLUDING PHONICS, SPELLING, VOCABULARY, HANDWRITING.	1	2	3	4	5
Can use correct grammar; is able to correct mistakes of others; shows interest in improving; does extra work to improve, etc.					
Area 6 - HAS MATHEMATICAL SKILLS; HAS POSITIVE ATTITUDE RELATING TO MATH SKILLS.	1	2	3	4	5
Can do problems; can explain to others; works fast and accurately; understands logic and relationship; makes use of math in other experiences or activities. Works to improve math skills; finds math to be fun; does not give up on difficult problems.					
Area 7 - SHOWS LOGICAL THINKING; ACTIONS ARE RATIONAL.	1	2	3	4	5
Can see relationship between things; uses facts learned before or in another subject to figure out an answer; notices a contradiction or mistake in statements made; shows ability to design, create or repair something. Thinks before acting or speaking; remains calm and acts wisely in emergency situations, and remembers things learned before that helped prevent injury or harm to himself or others.					

GOAL THREE - BASIC SKILLS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 8 - HAS FOREIGN LANGUAGE SKILLS	1	2	3	4	5
Shows ability in use of a foreign language or works to improve.					
Area 9 - SHOWS INTEREST IN LEARNING - DOING BETTER IN SCHOOL.	1	2	3	4	5
Asks questions and helps in school subjects; wants to learn and improve grades.					

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

Quality Education should help every child acquire a positive attitude toward school and toward the learning process.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - SHOWS POSITIVE ATTITUDE TOWARD SCHOOL. Shows through actions or statements that school or school work is enjoyable or needed; shows interest in teaching activities or becoming a teacher.	1	2	3	4	5
Area 2 - CONTRIBUTES OR PARTICIPATES IN CLASS ACTIVITIES. Suggest learning activities; asks questions about class topics; completes assignments and makes up work missed by being absent.	1	2	3	4	5
Area 3 - MAKES SPECIAL EFFORTS THROUGH MOTIVATION. Makes projects or gives reports not assigned or work is more than required; works carefully to avoid mistakes or corrects mistakes; does extra work or extra practice; looks up more information for a project or report.	1	2	3	4	5
Area 4 - DESIRES TO STUDY OR LEARN. Asks for extra work; reads or studies in free time; volunteers to do an assignment; asks for help; brings book or equipment relating to a subject.	1	2	3	4	5

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - SELECTS EXTRACURRICULAR LEARNING ACTIVITIES.	1	2	3	4	5
Watches educational TV or programs to learn; arranges for or takes part in an educational trip.					
Area 6 - HAS POSITIVE ATTITUDE TOWARD ONE'S OWN EDUCATION.	1	2	3	4	5
Helps others learn; plans college education or courses relating to a career or goal; picks courses or career suitable to his strengths.					

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

Quality Education should help every child acquire the habits and attitudes associated with responsible citizenship.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - IS INFORMED; USES DEMOCRATIC PROCESSES; APPROVES RIGHT TO DISSENT. Shows interest or knowledge about world affairs, local, state or national politics; uses or suggests democratic procedures in school elections or group relations. Approves of peaceful disagreement, demonstration, free speech, etc.; defends opinions, presents views, signs a petition.	1	2	3	4	5
Area 2 - SHOWS RESPECT FOR FLAG AND COUNTRY. Shows respect for the flag, America, its leaders; reminds others to be respectful.	1	2	3	4	5
Area 3 - IS CHARITABLE OR DOES COMMUNITY WORK. Gives money; volunteers for work or organizes groups to help others.	1	2	3	4	5
Area 4 - SHOWS CONCERN FOR OTHERS. Helps a new student feel at ease; takes another's part; cares about what happens to another.	1	2	3	4	5

GOAL FIVE - GOOD CITIZENSHIP

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - HELPS OTHERS.	1	2	3	4	5
Helps someone ill, hurt or handicapped; does or offers to do something for others; does kind things for others.					
Area 6 - HAS GOOD MANNERS.	1	2	3	4	5
Apologizes for poor behavior; is respectful to others; pays attention, practices good manners and encourages others to do the same.					
Area 7 - DEMONSTRATES RESPONSIBILITY.	1	2	3	4	5
Makes a good class presentation; makes up work and tests missed while absent; brings materials in relating to class work; takes job in safety patrol, hall monitor, etc.					
Area 8 - SHOWS TEAM SPIRIT - FAIR PLAY.	1	2	3	4	5
Suggests talking out problems; plays fairly; obeys the rules; is a good sport, congratulates the winner.					
Area 9 - SHOWS RESPECT FOR LAW, RULES, REGULATIONS.	1	2	3	4	5
Obeys teacher and school rules; reports those breaking rules or laws; does not cheat; reports himself for breaking a rule.					

GOAL FIVE - GOOD CITIZENSHIP

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 10 - SHOWS RESPECT FOR PROPERTY AND ENVIRONMENT.	1	2	3	4	5
Turns in found items; is careful not to litter and reminds others; does not waste school materials; respects property of others.					
Area 11 - ASSUMES RESPONSIBILITY WHEN NEED ARISES.	1	2	3	4	5

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL SIX - GOOD HEALTH HABITS

Quality Education should help every child acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - HAS GOOD HEALTH AND GROOMING HABITS.	1	2	3	4	5
Washes at proper times; takes pride in having clean hair, clothing, teeth; has good posture and sleep habits; will not lend or borrow comb, handkerchief, etc.; eats meals in a neat manner using only clean silverware and dishes.					
Area 2 - HAS GOOD EATING HABITS AND PROPER WEIGHT.	1	2	3	4	5
Shows understanding of a balanced diet; eats slowly; has proper body weight.					
Area 3 - ENCOURAGES OTHERS TO USE GOOD HEALTH HABITS.	1	2	3	4	5
Tells others to wash before eating, not to eat dirty food, to be careful to prevent illness or injuries.					
Area 4 - TAKES CORRECT ACTION WHEN INJURED OR ILL.	1	2	3	4	5
Asks for help or advice when hurt or sick.					

GOAL SIX - GOOD HEALTH HABITS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - SHOWS CONCERN FOR ANOTHER'S ILLNESS OR INJURY. Helps someone who is hurt or sick and/or reports it to someone who can help.	1	2	3	4	5
Area 6 - SHOWS CONCERN FOR HEALTH CONDITIONS. Understands need for ventilation; covers mouth when coughing or sneezing; cleans eating area, etc.	1	2	3	4	5
Area 7 - PARTICIPATES IN PHYSICAL ACTIVITIES. Takes part in school athletics or does something to improve in a sport or does some sort of physical exercise.	1	2	3	4	5
Area 8 - SHOWS EMOTIONAL MATURITY. Accepts the blame for doing poor work or something wrong; talks about problems with teacher of others; asks to change seat to do better work, etc.	1	2	3	4	5
Area 9 - SHOWS CONCERN FOR EMOTIONAL WELL-BEING OF OTHERS. Helps a lonely or shy student, encourages other students to do same; helps in school work, dealing with teacher and other students.	1	2	3	4	5

GOAL SIX - GOOD HEALTH HABITS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 10 - SHOWS CONCERN FOR SAFETY. Suggests rules to prevent accidents; helps others prevent possible injuries; reports to adult(s) in charge of a condition which would lead to personal injury.	1	2	3	4	5
Area 11 - IS AWARE OF DANGERS INVOLVED IN SMOKING, DRINKING, DRUGS. Refuses to smoke, encourages others to stop smoking; realizes danger in drinking and drugs; tells others drug use is dangerous.	1	2	3	4	5

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL SEVEN - CREATIVITY

Quality Education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Areas 1, 2, 3 - PRODUCES THINGS THAT ARE UNIQUE. Draws something, makes a model or chart, etc., to go with a class report or project; makes or tries something he has not tried before; goes beyond a class demonstration or lesson; prepares food, sews something or writes a creative poem, story or essay.	1	2	3	4	5
Area 4 - RESEARCHES INFORMATION. Researches material to write a report that is not assigned; to prepare for a job, or to give a report a different or unusual treatment.	1	2	3	4	5
Area 5 - USES UNUSUAL TREATMENT OF SCHOOL WORK. Draws an original picture or makes an original project or invention; presents ideas in a new way; draws sketch or picture that expresses a poem or story.	1	2	3	4	5
Area 6 - USES UNUSUAL WRITTEN OR ORAL COMMUNICATION. Can reason through use of words; writes unusual phrases, headings; gives a report in an unusual way, can report easily and convincingly.	1	2	3	4	5

GOAL SEVEN - CREATIVITY

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 7 - PRODUCES UNUSUAL ARTISTIC DESIGN OR ORGANIZATION.	1	2	3	4	5
Makes original art design; designs a costume for a particular use; makes an effective arrangement of materials; shows unusual talents.					
Area 8 - SHOWS UNUSUAL TALENT IN PERFORMING ARTS OR PHYSICAL ACTIVITY.	1	2	3	4	5
Prepares, presents, or directs a show, skit, etc.; writes a song or music, composes a ballet; develops a dance; does an athletic stunt learned on his own.					
Area 9 - SHOWS PROBLEM-SOLVING ABILITY	1	2	3	4	5
Puts an object together without directions; does mathematical puzzles; makes up a game; suggests a better way of doing something; designs an experiment for science.					

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL EIGHT - VOCATIONAL DEVELOPMENT

Quality Education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Areas 1, 2, 3 - SHOWS INTEREST IN CAREER OR EDUCATION. Looks for information, asks for information on a career or schools; states an interest in a career or college; picks a career or college in which he feels he would succeed; takes extra courses to prepare for college or career; takes a job that would help his career or college.	1	2	3	4	5
Area 4 - SHOWS POSITIVE ATTITUDE TOWARD EDUCATION. Works hard; completes assignments; does extra work or reworks assignments to avoid errors; says he enjoys school; takes part in school activities.	1	2	3	4	5

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

Quality Education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Areas 1, 2 - SHOWS APPRECIATION FOR ACHIEVEMENTS OF OTHERS. Shows appreciation for the great artists, writers, and musicians and the hard work needed to excel; attends concerts, art shows, museums, selects good books, music and motion pictures.	1	2	3	4	5
Area 3 - HAS KNOWLEDGE IN AREA OF HUMAN ACHIEVEMENT. Shows knowledge by repeating lines of a book, poem or story; teaches or offers to teach a class; knows history facts; explains differences between teenagers and adults.	1	2	3	4	5
Area 4 - SHOWS INTEREST IN LEARNING ABOUT HUMAN ACHIEVEMENTS. Collects information on accomplishments of a person, race or group of people; studies on own about persons or events; asks questions; went to library to learn about achievements of people.	1	2	3	4	5
Area 5 - TRIES OR ACHIEVES IN A FORM OF HUMAN ENDEAVOR. Takes music, art or dance lessons; writes new words to a song; performs in a musical, art or athletic group.	1	2	3	4	5

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL TEN - PREPARATION FOR A CHANGING WORLD

Quality Education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - SHOWS ABILITY TO ADJUST TO CHANGES IN HIS LIFE. Adjusts easily to new school and community; enjoys or wants to try new things; tries a job, task or assignment that was new to him.	1	2	3	4	5
Area 2 - RECOGNIZES NEED FOR PLANNING EDUCATION OR CAREER. Attends programs or on his own learns about colleges, careers, courses of study; has a career goal; takes extra courses outside of regular school; looks into or asks about future changes in technology, job patterns, attitudes, etc.	1	2	3	4	5
Area 3 - KEEPS UP-TO-DATE. Reads books, newspapers, news magazines, watches TV "specials" on current problems; does research or experiemnts to find out more about something of interest; participates in discussions, debates, panels, or writes reports on something in the news.	1	2	3	4	5